DOCUMENT RESUME

ED 407 413 TM 026 429

AUTHOR	Mitchell, Ruth; Willis, Marilyn
TITLE	Learning in Overdrive: Designing Curriculum, Instruction, and Assessment from Standards. A Manual for Teachers.
REPORT NO	ISBN-1-55591-933-2
PUB DATE	95
NOTE	148p.; Assisted in authorship by the Chicago Teachers Union Quest Center.
AVAILABLE FROM	North American Press, 350 Indiana Street, Suite 350, Golden, CO 80401-5093; phone: 800-992-2908 ($17).
PUB TYPE	Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; *Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Instructional Design; Interdisciplinary Approach; Performance Based Assessment; *Scoring; Selection; *Standards; Teaching Methods; Test Construction
IDENTIFIERS	Scoring Rubrics; Standard Setting

ABSTRACT

The most important issue in education today is helping students reach high standards. These standards are changing American education from a system driven by inputs and regulations to one judged by results. This manual is intended for use with any set of standards. Followed step by step, it will take the teacher from the abstract statements of the standards to units of instruction. The process begins with the standards and shows teachers how to connect them into interdisciplinary clusters, how to devise real-world tasks that embody the standards, and how to break the unit into learning segments that enable students to complete the tasks and attain the standards. The nine steps to standards are listed as: (1) "Selecting Standards"; (2) "What's in a Standard"; (3) "The Legbone's Connected to the Kneebone"; (4) "The Real World"; (5) "The Final Culminating Task"; (6) "Mapping Backward from the Culminating Task into Learning Sections"; (7) "Rubrics and Scoring"; (8) "Polishing the Stone"; and (9) "Seeing the Whole." Appendixes list standards documents, present forms to use in the curriculum development process, and summarize the nine steps. Step Seven includes a detailed explanation of performance assessment, with discussion of portfolios, exhibitions, and the construction of rubrics. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****